

SUSTAINABLE RESULTS

Through Deep Implementation

The
Leadership
and Learning
Center®

Featured Presenters:



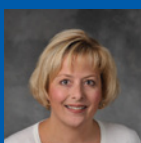
Douglas B.
Reeves



Lori Cook



Cathy
Lassiter



Angela
Peery



Jay
Trujillo



Larry
Ainsworth



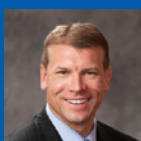
Linda
Gregg



Steve
Ventura



Lynn
Howard



David
Nagel



Lisa
Cebelak



Chris
Hanson

SUMMITS

Digging Deeper into the Common Core State Standards: Going Beyond Awareness to Implementation

April 30–May 1, 2012 • Overland Park, Kansas (Kansas City)

June 12–13, 2012 • Boston, Massachusetts

October 16–17, 2012 • Des Moines, Iowa

November 8–9, 2012 • Millbrae, California (San Francisco)

From What to How: How Common Core State Standards Should Influence Teaching, Learning, and Leadership

April 11, 2012 • Sacramento, California

May 15, 2012 • New Orleans, Louisiana

October 2, 2012 • St. Louis, Missouri

90/90/90 Schools™ Summit Version 2.0

May 2–3, 2012 • Itasca, Illinois (Chicago)

July 10–11, 2012 • Minneapolis, Minnesota

October 10–11, 2012 • Mount Laurel, New Jersey (Philadelphia)

December 12–13, 2012 • Phoenix, Arizona

Effective Grading Practices Summit

May 1, 2012 • Itasca, Illinois (Chicago)

December 11, 2012 • Phoenix, Arizona

Leadership Summit

June 26–27, 2012 • Denver, Colorado

Data Teams Summit

May 16, 2012 • Macon, Georgia

December 5–6, 2012 • Broomfield, Colorado (Denver)

Standards and Assessment Summit

October 29–30, 2012 • Broomfield, Colorado

Accountability in Action Summit

October 25–25, 2012 • Denver, Colorado

Register online today at:

leadandlearn.com/events

For more information contact
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HOUGHTON MIFFLIN HARCOURT

Build Capacity for Change

90/90/90 SCHOOL IMPROVEMENT PROCESS

Intensive Support for Struggling Schools

The 90/90/90 SchoolsSM research provides a systematic, sustainable method for school transformation. Working with schools where 90% of the students are low income, 90% are from minority ethnic or linguistic backgrounds, and 90% are meeting or exceeding academic standards, we have been able to identify a set of professional practices that are consistently associated with improved achievement.

Our 90/90/90 School Improvement Process aligns with this ground-breaking research. Our intensive on-site, job-embedded process transforms daily practices in Standards and Assessment, Data and Collaboration, Instruction and Literacy, and Leadership and Accountability through a combination of effective teaching and leadership practices that build capacity and sustainability.

Through our process, system leaders, district leaders, teachers and community members learn to effectively collaborate to promote:

- Better Attendance
- Better Teaching
- Better Behavior
- Stronger Leadership

Through this partnership a district will receive:

- A dedicated school improvement team which includes a Leadership and Learning Center On-Site Coach, Professional Development Associate Consultant, Advisor, and Project Manager
- 90/90/90 Foundational Practices Rubrics to guide the essential feedback necessary for effective school improvement
- Daily and monthly reports monitoring progress and accountability
- Prioritized and “Unwrapped” Common Core State Standards or state standards and aligned common formative assessments

Call **866.399.6019** to discuss your school improvement goals today.

Rapid, Sustainable Results Through:

- Cost-effective, proven, and intensive job-embedded support for a District to turn around its lowest performing schools
- Key practices from 90/90/90 research with more basic practices to get schools doing the right things to engage students and educators
- Consistent and effective feedback, based on rubrics, to teachers and principals to guide their improvement
- Clear and consistent monitoring, with high accountability for school progress, shared weekly with district leadership



90/90/90 SCHOOL IMPROVEMENT PROCESS

PHASE I – Implementation with Compliance

The School Improvement Team works with schools and districts to stabilize the system. Working together, they provide training and coaching to build foundational knowledge with implementation at the very basic level. Schools will see immediate achievement gains as a result of the change in professional practices, with extreme accountability and reporting to ensure practices are implemented, monitored, and modeled.

SCOPE OF WORK

School Improvement Coach

On-site implementation of professional practices and process (45 days)

Professional Development Associate

On-site and Virtual Professional Development:

- Data & Collaboration (3 days)
- Standards & Assessment (3 days)
- Instruction & Literacy (2 days)
- Leadership & Accountability (2 days)

PHASE II – Implementation with Purpose

The School Improvement Team works together to deepen knowledge and understanding of the content, processes, and practices provided during coaching and in professional development. Schools and districts are building on the achievement results from the first phase and continue to see results in improved student achievement. Schools are beginning to own the relationship between student results and consistent implementation of researched-based professional practices.

SCOPE OF WORK

School Improvement Coach

On-site implementation of professional practices and process (35 days)

Professional Development Associate

On-site and Virtual Professional Development:

- Data & Collaboration (4 days)
- Standards & Assessment (4 days)
- Instruction & Literacy (4 days)
- Leadership & Accountability (3 days)

PHASE III – Implementation with Fluency

The School Improvement Team facilitates the development of deep understanding of instructional and operational practices in this final phase of implementation with the outcome of increased capacity and sustainability in the system. As a result, the school will become a model for high-quality teaching and learning, and high levels of student achievement will continue after schools reach proficiency in the third phase of the school improvement process.

SCOPE OF WORK

School Improvement Coach

On-site implementation of professional practices and process (35 days)

Professional Development Associate

On-site and Virtual Professional Development:

- School Improvement Certification Training (10 days)
- Leadership and Accountability (5 days)



The 90 90 90 School Improvement System

Douglas B. Reeves

For a complete copy of the slides go to:

www.LeadandLearn.com

The Leadership and Learning Center
#LeadandLearn or #DouglasReeves or LinkedIn
DReeves@LeadandLearn.com

High Engagement and Interaction

- Tweet your questions, comments, and challenges including #Reeves2012 at the beginning or end of the Tweet
- At 9:30 break, bring written questions and challenges to the front desk
- Three tables respond (with advance notice) to each activity

2012 Research Update

New Principals

**RAND Corporation
March 2012**

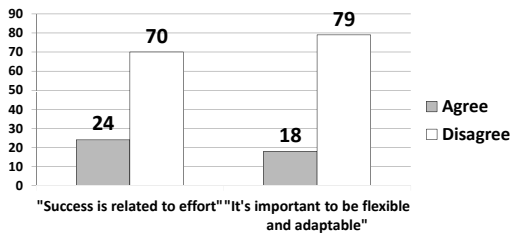
New Principals Don't Last

- More than 20% leave within the first two years.
- Transiency is even higher in under-performing schools where leadership stability is most essential

Leadership Transiency Hurts Student Achievement

- When the principal leaves after one year, student achievement declines in subsequent years
- Quality of implementation of leadership initiatives and staff buy-in were strongly associated with the principal remaining on the job

Career Beliefs of Inner City Adolescents



"The Career Beliefs of Inner-City Adolescents" by Sherri Turner and Julia Conkel Ziebell in *Professional School Counseling*, Oct. 2011 (Vol. 15, #1, p. 1-14),

The Disconnect Between Leadership Teams and the Senior Leader



"Top Three CEO Blindspots," (January 2012). *Build*

Why Believe 90 90 90 Research?

**Critical Consumers of Research
Demand:**

- Multiple methods
- Multiple sources
- Critical assessment of levels of evidence
- From the “rear-view mirror” to the “windshield” – what’s happening NOW with MY students in MY school

**What are the greatest
criticisms you hear about
research in education?**

Please Tweet your individual or
group responses followed by
#Reeves2012

What Makes Research Credible?

- Multiple methods
- Consistent findings – poverty is important, and so are teachers and leaders
- Multiple data sources
- Different researchers

The Fundamental 90 90 90 Findings

- Laser-like focus on achievement
- Curriculum choices that focus on literacy
- Frequent assessment **FOR LEARNING**
- Timely and accurate feedback
- Multiple opportunities for success
- Collaborative scoring
- Informational writing

90 90 90 in Action in Your Schools

Select one or two of the
“fundamental findings”
Write a **VIVID** description.
What does it look like, sound like, feel like?

The Culture of Evidence-Based Decision Making

Building a Culture of Evidence

- Commitment to evidence over opinion
- Willingness to challenge previous beliefs
- Modeling resilience
- Personal commitment to learning
- Monitoring
- Focus – six or fewer
- Clear direction and values

Bottom of Page 4:

- Cultural Imperative
- Specific Actions

From the Rear-View Mirror to the Windshield

- List additional Effect data
- List additional cause data

Didn't We Already Win The Battle for Evidence-Based Decisions?

- 2012 Evidence says:
- *Merit pay doesn't work*
- *Learning styles are not true*
- *Curriculum based upon Multiple Intelligences has negligible impact on student achievement*
- *The Tooth Fairy is not real*
- Why do smart people still believe in the Tooth Fairy?

**I used to think,
but now I think . . .**

Action Steps

- Make a list of "Three Biggest Bloopers" of the past three months and share it with colleagues
- Identify just one belief about change, leadership, teaching, or learning that has changed in the past 10 years
- Create a 100-day goal that will directly influence your long-term vision for improvement

**Please bring you questions to
the front of the room now.
Thanks!**

**We need more valid data at high
school**

- Common formative assessments
- New Stanford performance assessments (linked to Common Core)
- Teacher observation rubrics
- “Two-trait” writing rubrics for non-English/Language Arts classes

**Social and Emotional Learning –
Effort Flexibility and Adaptability**

- If we believe that, then how can we change policies on grading, feedback, and late work to encourage it?
- How can we provide incentives for effort, flexibility, and adaptability?
- 1) Student designed assessments
- 2) Genuine collaboration (not just carving up a task into 4 parts)
- 3) Reward creative and critical thinking

How to Sustain Success While Moving On to the Next Priority?

- Protocols and time-saving strategies – pre-slugged minutes of Data Team and PLC meetings, more specific rubrics for collaborative scoring
- Once you document that you are saving time, THEN accept another task, or EXPLICITLY create a “not to do” list

How to Monitor Progress Without Micro-Managing?

- Allow building-level choice for monitoring adult actions
- No more than six data points to monitor
- Test hypotheses: If we do more of X, does student achievement really improve?
- See examples on page 5

Bilingual education is hotly debated topic. What is role of Native language instruction?

- It's not either/or – students can have subject matter instruction in both home language and English, HOWEVER:
- 1) Growing challenge of students who are not literate in ANY language
- 2) Growing challenge of student languages inaccessible to teachers
- 3) “ESL” labels fail to address student needs
- 4) English is predominantly the language of the Internet, and hence the language of opportunity for students

How to Implement 90 90 90 as School Improvement Model

- Three-phase approach
- Deep implementation support with on-site coach
- Continuous feedback and support, providing evidence, encouragement, and impact for students, teachers, and leaders

Leadership and Comprehensive Accountability

The Process, The Framework,
and the Plan

Accountability as a Learning System

- Page 8:
- What would be different in . . .
- Student assessment
- Teacher evaluation
- Administrator evaluation
- Public reporting
- Other elements of accountability

What About Student Behavior?

- When failure decreases, behavior dramatically improves. See “Leading Change
- in Your School”
- 60% reduction in suspensions
- 42% reduction in unexcused absences
- 15 categories of discipline – all improved

Mobility

- That’s why we need SAME year, SAME student and SAME teacher assessments
- Consistency of curriculum and assessment, at least at quarterly checkpoints

Case Studies in Effective Accountability

- Choose elementary, middle, or high school (pages 11-14)
- Who are the heroes?
- What information would your system need to have the same results?

Accountability for Learning – The Structure

- Tier 1 – System Level Indicators
- Tier 2 – School and Department Indicators
- Tier 3 – School and department narrative

Linking Effects and Causes

- Page 9
- Express hypotheses about effective and causes
- List specific effective indicators (Tier 1)
- List potentially related cause indicators (Tier 2)

Visible Learning Linking Impact of Teachers and Leaders to Learning

- Efficacy Imperative
- Assessing Your Impact
- Creating a culture of evidence-based decisions
- Bottom of page 10 – start with a hypothesis

How do we make teachers feel more comfortable with the concept of accountability?

- Visible Learning – THE BEST way to improve empowerment, morale, and impact of teachers
- Data Teams – a systematic treasure hunt for best practices with real data on your students

Sources of Data for Student Discipline

- “Leading Change in Your School” (Reeves, 2010), ASCD

Discussion and Questions

For a complete copy of PowerPoint Slides, please e-mail Dreeves@LeadandLearn.com

For weekly research updates, follow #DouglasReeves on Twitter or join The Learning Leaders on Linked In
